

Arizona Department of Education
Tom Horne,
Superintendent of Public Instruction



Arizona High Achievement for All AHAA 2006-2007

October 18-21, 2006
December 6-9, 2006
February 14-17, 2007

Arizona Golf Resort
425 S. Power Road
Mesa, AZ 85206
(480) 832-3202 • (800) 528-8282



PROJECT DESCRIPTION

AHAA is a three year curriculum designed to demonstrate mastery skills in accommodation modification and behavior plans.

Participants will join other teams to learn about differentiated instruction. Differentiated instruction is an effective practice for students with and without disabilities. It is through this type of instruction that students with disabilities as well as those who are at risk are able to meet or exceed state standards and for schools to meet adequate yearly progress (AYP).

ABOUT THE PRESENTER

Diana Browning Wright, nationally known trainer and author returns to Arizona for the third year to direct the Arizona High Achievement for All (AHAA) project. She directs California's Positive Environments, Network of Trainers (PENT) project, and an e-mail linkage of 1,800 educators with a core Cadre of 200 throughout California. Diana is on the convention faculty of LRP publications and frequently presents for national and state educational organizations on a wide range of educational topics.

First Year Cohort - six days of required training for course completion

Students with and without disabilities, English language learners and students, whose learning characteristics interfere with mastery of the standards, present a challenge for schools. "No Child Left Behind" and reauthorized IDEA 2004, requires school teams to have expertise in understanding how differentiated instruction, accommodations and modifications in classroom, instruction, and standardized testing can be developed to meet learner needs and the school's annual yearly progress (AYP) challenge.

Your school team has the opportunity to join others in advanced, specialized training. This project has limited enrollment and teams will be selected based on fulfillment of the following eligibility and commitment. Teams unable to fully commit to each training session and assignments should not apply.

Second Year Cohort - three days of training to demonstrate competence in accommodation planning and behavior support

This year's AHAA project will continue building on previous skills from Year One. Members have the opportunity for hands-on work with colleagues to evaluate behavior support plans with a research-validated instrument. The Quality Evaluation Guide is a research validated instrument that results in a 2 to 1 likelihood that following this training the behavior support plan is likely to score in the adequate vs. the inadequate range. The six key concepts quantified in the new rubric can be used to evaluate all behavior plans, and can be an effective tool in consultations with staff, parents and advocates. Come prepared to work in small groups and to be fully engaged in activities using the provided materials.

Third Year Cohort- three days of training to demonstrate expertise

This year's AHAA content will continue building on previous skills from previous years. Members have an opportunity to demonstrate their expertise in training and consulting as well as effective behavior and academic supports for struggling learners. You will learn about effective training techniques, overcoming barriers and developing plans for students who require both behavior support AND accommodation planning. Come prepared to demonstrate the skills learned in Years One and Two.

Due to the nature of this work, each team member must attend all sessions. No rotation of staff or substitutions will be allowed. NO EXCEPTIONS.

PURPOSE

First Year Cohort

Day One/Day Two **October 20-21, 2006**

- Review 30 years of research on excellence in instruction to determine characteristics of “highly effective teachers,” i.e., those teachers who achieve high standards with a broad range of learning challenges in general and special education environments
- Work in teams to determine the extent to which “highly effective teachers” are teaching at your sites, and the best methods of disseminating instructional practices to improve teaching and learning for all
- Learn which accommodations and modifications are available for which student populations: special education, general education, English language learners, 504 plans
- Learn the 9 types of adaptations that improve student learning
- Practice development of “accommodation/modification plans” for selected students
- Present plans to other teams and discuss nuances of individualization to achieve high outcomes
- Establish an individual team action plan to:
 1. determine what might be presented to school staff at your site
 2. develop team-driven plans at school sites for individual students
- Establish a regional team action plan to:
 1. build relationships with stakeholder
 2. share resources

Day Three/Day Four **December 8-9, 2006**

- Present your school’s results to other teams and share resources from your action plan developed on day two
- Review methods of empowering students and parents in accommodation plan development
- Review “Learning Strengths” project components
- Discuss and view a video of one school’s student driven “Learning Strengths” project session and plan potential components at your site

Day Five/Day Six **February 16-17, 2007**

- Share team outcomes with other teams, including “Learning Strengths” projects
- Further practice accommodation planning for various case studies
- Review key differences between authoritative and authoritarian teaching styles and discuss classroom structure and student/teacher interactions following viewing of classroom footage
- Receive further training on topic(s) selected by teams on day four

OUTCOMES

First Year Cohort

- Coordinate accommodation plans with behavior support plans
- Streamline behavior support plans that really work and analyze effectiveness
- Coordinate mental health treatment plans with accommodation plans
- Learn consulting skills to overcome barriers to implementation
- Learn training techniques that gain knowledge on engaging adult learners
- Other (as project develops, site-specific topics will be explored)

PURPOSE

Second Year Cohort

Day One – October 19, 2006

Day Two – December 7, 2006

Integrating Accommodations, Effective Instruction and Behavior Support and Developing and Scoring High Quality Behavior Plans

OUTCOMES

Second Year Cohort

- Learn the difference between adequate behavior plans and how to produce an adequate plan embodying the six key concepts
- Learn when to select a comprehensive data-driven plan for severe behavior and when to use a less data-driven plan written when “behavior impedes learning.” Learn the key differences between these plans and how to streamline data collection and the plan development process
- Learn how to write measurable, observable behavioral goals that document “adequate yearly progress
- Learn how to design communication provisions that will facilitate the analysis of the student’s “response to intervention for further decision making
- Learn a stream-lined, time-effective environmental analysis and data collection system necessary for plan development
- Demonstrate skills in developing an accommodation plan and associated behavior plan that meets cohort critique standards

Day Three – February 15, 2007

At the conclusion of day three, if all three days are attended and all assignments are successfully completed each participant will receive a Certificate of Competence in Accommodation Planning and Integration of Behavior Support.

Day three training components for consideration include:

1. Successful strategies for effective teaching (classroom interventions)
2. Effective programming for students with emotional disturbance
3. Discipline of students with and without disabilities in alignment with NCLB and IDEA
4. Effective academic, behavioral progress monitoring, Response to Intervention (RTI) and report card reform
5. Other needs which emerge

AHAA TRAINING REQUIREMENTS

Third Year Cohort

Day One – October 18, 2006

Requirements for Attending Day One

You must prepare a 15-minute presentation with visuals (charts and/or handouts for all) on day one, OCTOBER 18th, of a case study that includes behavior support AND accommodation planning for a student. You will receive constructive evaluation designed to improve your expertise in this process. Your behavior support plan submission must use the provided form and must have been scored by you using the Behavior Support Plan Quality Evaluation Guide (download Forms and manual: Tool to Develop, Implement and Score a Behavior Support. Plan at: www.pent.ca.gov). Your accommodation plan must utilize the REVISED accommodation form (www.pent.ca.gov) and your “snapshot” or “Fast Facts” must be no longer than one page and focus on describing strengths and support needs of your case. All material should use fictitious name(s). You must also submit an electronic form of your plans on or by October 18th, 2006.

Day Two – December 6, 2006

Requirements for Attending Day Two

Submission on day two, December 6th, evidence that you have conducted a minimum of six hours of training between October 19 and December 5. Training can consist of one full day or two half day sessions or three two hour trainings. You will be required to submit all training materials on disc and hard copy on December 6 as well as copies of workshop evaluations from your participants as well as a trainer self-evaluation using the form provided on October 18th.

Day Three – February 14, 2007

Requirements for Attending Day Three

Submission on day three, February 14th, evidence that you have conducted a minimum of ten hours of training between December 7th and February 13th. Your training hours may be achieved through full day or partial day trainings. You will be required to submit all training materials on disc and hard copy on February 14th as well as copies of workshop evaluations from your participants And a trainer self-evaluation using the revised personalized form developed on December 6th.

Additional information to aid training “experts” may be provided.

These will be discussed on October 18th and selection(s) made for the final two days;

- Successful strategies for effective teaching (classroom interventions components)
- Effective programming for students with emotional disturbance
- Discipline of students with and without disabilities in alignment with NCLB and the new IDEA
- Effective legally sound threat assessment teaming and behavior support following threats of violence to self and others
- Effective academic, behavioral progress monitoring, response to intervention
- Other –as determined by premier cohort membership

At the completion of February 14th training, each AHAA Third Year Cohort Member successfully completing the requirements above will receive a certificate of expertise from the Arizona Department of Education, AHAA Project.

COMMITMENT

Selected teams must attend all three days of the project, 9:00 a.m. – 4:00 p.m. (registration 8:00 a.m. – 9:00 a.m.). **No early departures or late arrivals are possible due to the collaborative nature of our work.**

First Year Cohort

First Year Cohort participants will meet on Fridays and Saturdays – October 20-21, 2006, December 8-9, 2006, and February 16-17, 2007.

Responses to several e-mail queries from your facilitators and lead trainer are expected, as well as completion of all team-developed action plans. **Only teams committed to improving academic outcomes for all students need apply.**

Second Year Cohort

Second Year Cohort participants will meet on Thursdays – October 19, 2006, December 7, 2006, and February 15, 2007. **Only teams committed to developing competence in accommodation plans and integrated behavior support plans need apply.**

Third Year Cohort

Third Year Cohort participants will meet on Wednesdays – October 18, 2006, December 6, 2006, and February 14, 2007. **Only teams committed to training others and demonstrating expertise in all previous topics need apply.**

TEAM ELIGIBILITY

First Year Cohort

Priority will be given to teams with three or more members. A letter of commitment from the site principal regarding team activities must be submitted with staff release time guaranteed for all sessions stated in the letter. An administrator must be a member of the team unless prior authorization has been given.

Second Year Cohort

All AHAA Year 2 Cohort Members are eligible to attend; no NEW AHAA members are eligible for the three day training sequence. This is a continuation training; New AHAA members should enroll in the first year cohort.

Third Year Cohort

All AHAA Year 3 Cohort Members are eligible to attend as an individual and complete individual training and development of expertise; no NEW AHAA members are eligible for this three day training sequence.

REGISTRATION FEE

First Year Cohort

\$600.00 per person for all six days of the training series

Second Year Cohort and Third Year Cohort

\$300.00 per person for all three days of the training series

Training fees includes continental breakfast, coffee break, and lunch for each training. Registrations need to be accompanied by payment and sent by mail. If the payment is through a Purchase Order (PO) it can be faxed to 602-364-1115. **Registration requires completion of three processes and partial completion will not be accepted.**

1. Administrator Support Form
2. Team Member Participation Acknowledgment Form
3. Form of Payment Designation

Payments

Personal check, agencies check or purchase order accepted. Transfer of funds will not be accepted. Make checks payable to: Arizona Department of Education/ESS.

Please send team applications by September 29, 2006

Arizona Department of Education/ESS
Attention: Miriam Podrazik
1535 W. Jefferson, Bin 24
Phoenix, AZ 85007
Phone: 602-364-4005
Fax: 602-364-1115

REFUNDS AND CANCELLATIONS:

All requests for refunds and cancellations must be made in writing. All cancellations must be received 72 hours prior to the training date. Persons who do not attend and fail to cancel within allocated time will be responsible for payment of the registration fee.

For more information contact:

Cynthia Bradley
602-542-4469
Cynthia.Bradley@azed.gov

Administrator Support Form

Name:_____ Email:_____

District:_____ Phone:_____

Site:_____

Administration Location: Choose One

- I am the site principal at _____
- I am not a principal, I hold the following administrative position:_____

My Signature Below Acknowledges:

- I understand the AHAA project has limited enrollment. If selected, I will assure staff release time and funding for each team member.
- I will only select team members with leadership skills, and will predetermine their ability to attend each training day, for the full day prior to selecting that team member.
- If I am attending, I also acknowledge my responsibility to attend all sessions as well as my team members' obligation.
- If I am not attending,
 - i. the administrator who will be attending is _____
 - ii. I attended a previous AHAA cohort: _____

Signature:_____

Team Member AHAA Participation Acknowledgment Form

Name:_____ Email:_____

District:_____ Phone:_____

Site:_____

Position: I am a: (circle)

- General education teacher: grade level_____
- Special education teacher: grade level(s)_____
- Administrator: position:_____

My Signature Below Acknowledges:

I understand the AHAA project has limited enrollment. If selected, I will attend all training days, for the full day (no early release, or late arrival).

Signature:_____

REGISTRATION FORM

**First Year Cohort
Due September 29, 2006**

Team Members Names	Title	Phone	Email
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/

School/Agency _____

Billing Address: _____

Special needs/accommodations: _____

Why do you want to be a part of a team whose mission is to learn and understand how differentiated instruction accommodations and modifications in classroom instruction and standardized testing can be developed to meet learner needs and the schools AYP challenge?

Are you committed to all of the training days that have been set forth?

____ Yes ____ No

Are you interested in becoming part of the SUPPORT Cadre with ADE Exceptional Student Services to support other schools in their quest to learn this information?

____ Yes ____ No

Registration Fee: \$600.00 per person for all six days. Training fees includes continental breakfast, coffee breaks and lunch for each training. Registrations must be accompanied by payment or purchase order and sent by mail or fax: 602-364-1115.

REGISTRATION FORM

**Second/Third Year Cohort
Due September 29, 2006**

Team Members Names	Title	Phone	Email
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/

School/Agency _____

Billing Address: _____

Special needs/accommodations: _____

Fee is \$300.00 per person for the training series

Registration Fee: **\$300.00 per person** for all three days of the training series. Training fees includes continental breakfast, coffee breaks and lunch for each training. Registrations must be accompanied by payment or purchase order and sent by mail or fax: 602-364-1115.

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